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THE SCHOOL OF NURSING
OF
THE JOHNS HOPKINS HOSPITAL
AND
A WORLD NEED

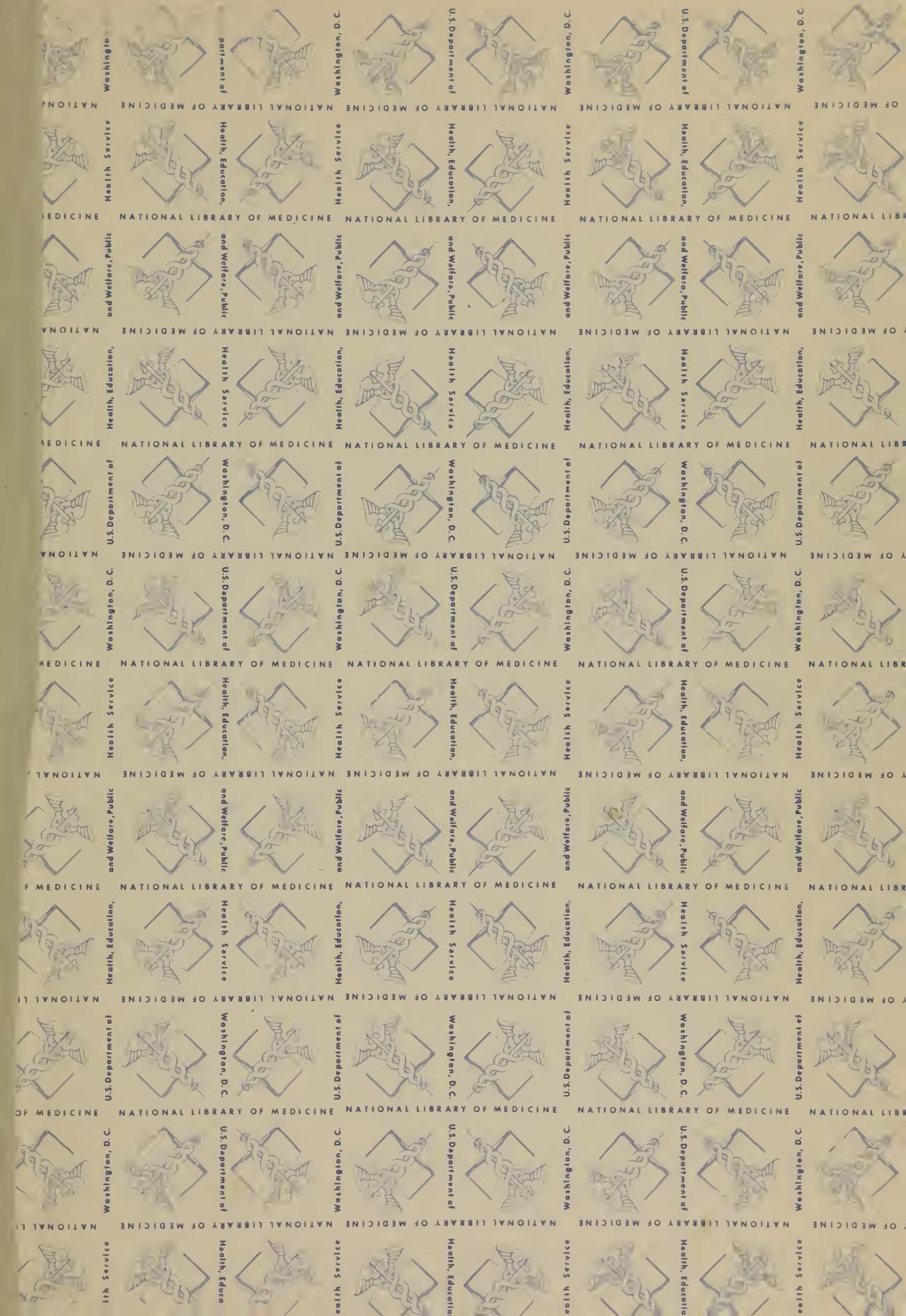
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AND
PRINCIPALS OF THE SCHOOL OF NURSING



Baltimore
THE SCHOOL OF NURSING
OF
THE JOHNS HOPKINS HOSPITAL
AND
A WORLD NEED

"Nursing is an art that concerns every
family in the world."

—*Florence Nightingale.*

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INTRODUCTION

THE PRESENT SITUATION IN SCHOOLS OF NURSING

The School of Nursing of The Johns Hopkins Hospital has come before the public asking for an endowment of a million dollars, and its appeal is one of peculiar interest and importance. It marks the beginning of an effort to place the education of nurses on a suitable economic and financial basis, and to lift partially at least from the hospitals of the country a burden of responsibility for educational work for which they have neither means nor facilities, and which they are carrying with great and increasing difficulty.

The School of Nursing of The Johns Hopkins Hospital, in making this appeal, places itself beside Colleges, Universities and Professional Schools in affirming that its function is, like theirs, to serve the public; that its educational work is equally indispensable to public well-being and that in the generous support which is being so universally accorded to these other educational institutions, it most urgently needs to share.

Hitherto the important work of educating and training nurses has been left virtually in its entirety to hospitals. But these are institutions created for philanthropic and charitable purposes, and educational work in them is merely or largely incidental to the accomplishment of these purposes. Moreover, hospitals seldom have financial resources which suffice for their own current expenses. How can they provide the necessary resources for the conduct of professional schools of great and growing importance? How develop educational work which will satisfy the need of the times? A study of the situation shows clearly that the task of educating and training nurses is a matter not of private interest, but of public concern and responsibility, and should not longer be left to hospitals unaided to carry.

NOTE—(For the benefit of those who would like to go into this subject a little more fully, a few supplementary notes are added to this pamphlet.)

THE IDEALS AND RESPONSIBILITIES OF THE SCHOOL OF NURSING OF THE JOHNS HOPKINS HOSPITAL

The School of Nursing of The Johns Hopkins Hospital believes that a somewhat critical period in the development of the education of nurses has been reached, and that a distinct responsibility rests upon it as one of the older well-established schools for making such changes in policy and method as the spirit and need of the times call for. It desires to place itself upon a sound and stable financial basis, and to have economic freedom to develop its work in accordance with needs of the numerous fields in which nurses are working, and the complex demands which are made upon them.

Since nursing is the application of scientific knowledge to the care, cure, and prevention of disease, it follows that advances in science must affect methods of nursing. Continued growth and improvement in nursing depend upon the degree in which this fact is understood and applied in the education of nurses.

The ideals of The Johns Hopkins School of Nursing would lead it

1. To keep pace with advances in science, and to bring the results of scientific research constantly to bear upon nursing principles, ideas, and methods.
2. To look for more and better ways of passing these ideas, principles and methods over to others.
3. To find ways of testing its own practices and results and of working out new and better methods.
4. To search for more knowledge, and to encourage the spirit of investigation, and thus to aid in building up the scientific foundation of nursing and of improving its art and practice.
5. To build up the literature of nursing, not only in its technical phases, but in its social aspects, and wider relationships.
6. To keep the spirit of service.

THE RESPONSIBILITY OF THE SCHOOL OF NURSING OF THE JOHNS HOPKINS HOSPITAL

It became apparent some years ago to graduates of this School that no substantial further progress in her work could be hoped for until an endowment could be secured, and in 1914 the Alumnae of the School set about obtaining it. The war intervening turned its whole energies to other tasks, and not until this year has it been free to resume this undertaking. No stronger statement of its importance and of the urgent need for the endowment could be made than that published recently by the Superintendent of the Hospital, Dr. Winford H. Smith.

"Schools of Nursing," he said, "have never been on a proper basis. They have been operated as departments of the hospital organization rather than as educational institutions, with the result that too often the education and training of the nurses have been subordinated and sacrificed to the business interests of the hospital. The Johns Hopkins Hospital School of Nursing can be placed upon a proper basis as an educational institution, the interests of the School can be safeguarded and made independent of hospital finances if an adequate endowment can be provided."

With the conviction that this safeguarding of its educational interests is a matter which concerns not this School alone, but is of such importance as to possibly affect the entire problem of nursing education, The Johns Hopkins Hospital School of Nursing appeals for an endowment of one million dollars. In making this appeal, it stands ready to spread out its record for the thirty-one years of its existence, and to answer the questions, "What has this School done in the past? What is it likely to do in the future, to justify it in making this appeal?"

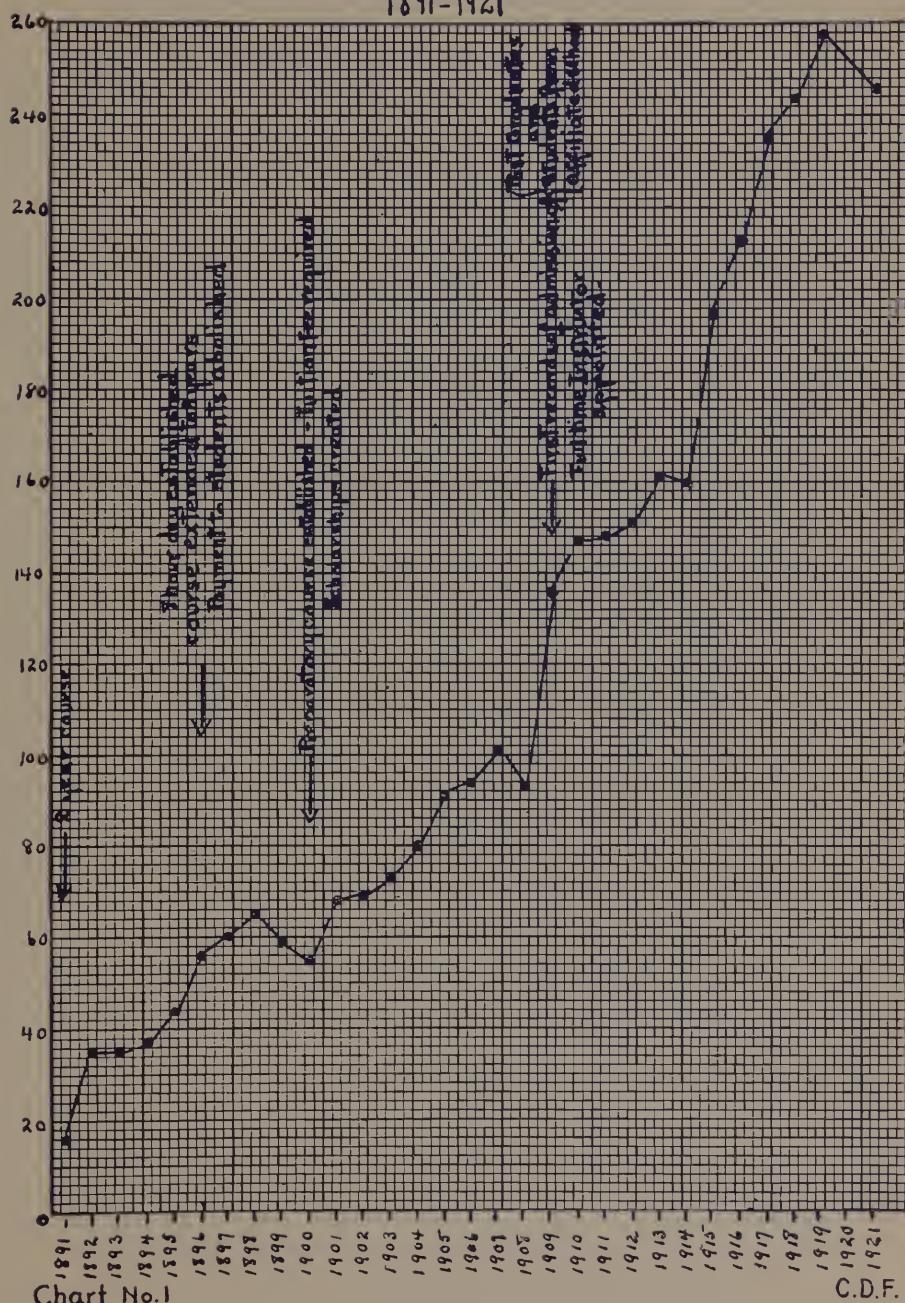
WHAT THE JOHNS HOPKINS HOSPITAL SCHOOL OF NURSING HAS DONE

In 1889 the School opened with 17 pupil nurses, and in 1890 there entered a second group of 19 pupils, making 36 in all. The course of training was two years. A single official, the Superintendent of Nurses, administered the Nursing Service of the Hospital, was the Principal of the Training School, and gave all classroom instruction. In the wards of the Hospital were seven graduate head nurses. Lectures were given gratuitously by members of the Hospital Staff.

The School now admits 250 students, and cannot exceed this number until it can sufficiently increase its teaching facilities and provide proper supervision and dormitories. It has two full time instructors and 25 lecturers, chiefly physicians. The administrative and supervisory nursing staff of the Hospital supervises the work of the students in the Hospital, and controls and directs the entire educational work of the School.

The School has sent forth for service 995 graduates, trained and skilled women who have become a real strength to the nursing profession. They have by their good work won a generous measure of public confidence and respect, shown a fine idealism and devotion both in private and public service, and have established an enviable reputation.

Growth of
The Johns Hopkins Hospital Training School for Nurses.
1891-1921



The 995 nurses holding the Diploma of the School have come from 46 states and from 17 foreign countries, and have carried back to their various fields of activity the best teaching, the best ideals and standards the School has been able to give.

1921

Geographical Distribution
of the
Johns Hopkins Graduate Nurses

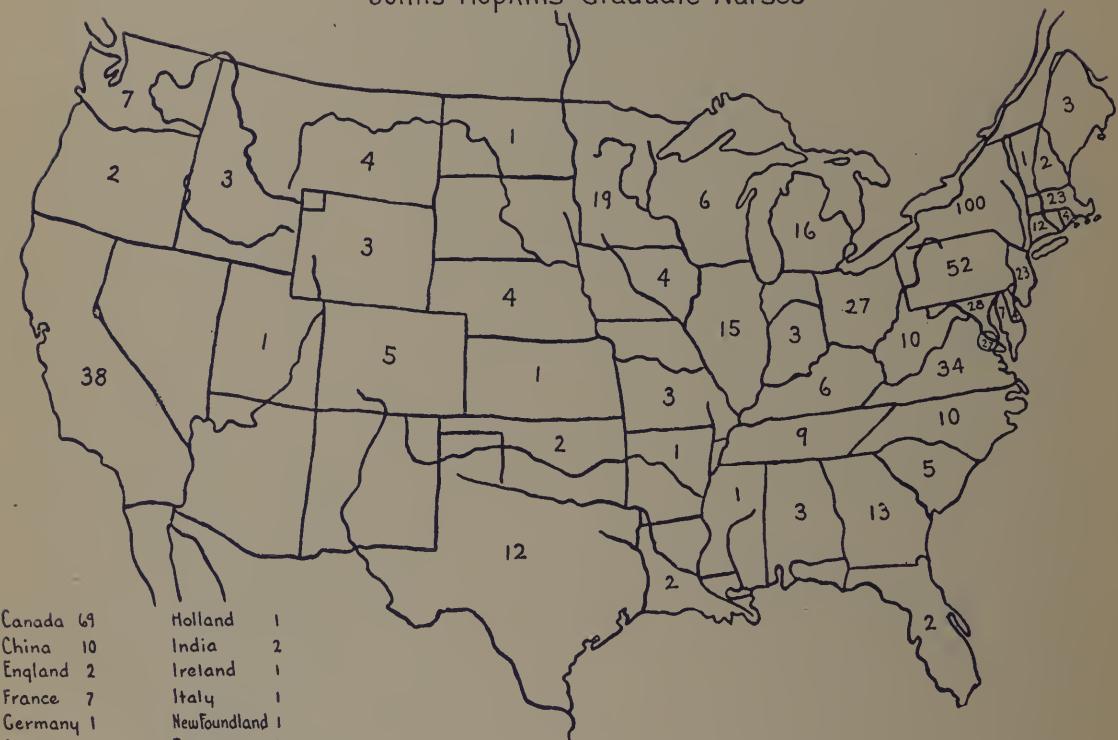


Chart No.2

C.D.F.

All of these are filling important positions in Hospitals and Training Schools throughout the country as Superintendents, Principals, Instructors, and Supervisors. They are also contributing to the development of good educational standards in nursing in China, India, Italy, France, Switzerland, and other foreign countries.

In the Public Health Field the School has supplied over 150 trained workers, of whom a large number are filling difficult and highly responsible positions in national, state, and city health work. Several of them have made useful contributions to the development of other special branches of public health work.

The School has sent forth an army of competent, skilled nurses for practice in private families, and for many years the larger number of the graduates were thus engaged. But with the very great number of schools now well prepared to meet this need, the exceptional opportunities which The Johns Hopkins Hospital School of Nursing can offer should be definitely directed toward preparation for other and more difficult and responsible fields for which a satisfactory supply has long been totally inadequate.

The School has for many years given valuable assistance to other Schools of Nursing with inadequate facilities, by providing opportunities for the training of whole classes of their students in the important special branches of obstetric, pediatric, and psychiatric nursing. In addition to this, post-graduate courses in these same specialities have been given to a large number of graduate nurses.

From the beginning the School has exercised a marked influence upon the education of nurses, and has led the way in many of the most important advances and improvements in Schools of Nursing during the past quarter of a century. She early developed a three year curriculum, established laboratory courses in science as a preliminary to hospital training, shortened hours of duty for student nurses, lengthened their vacations, abolished money allowances to students and required tuition fees, created scholarships, full time nurse instructors and salaried lecturers, and has continually sought to bring the School of Nursing into conformity with modern educational standards.

Several valuable text and reference books have had their origin in the School, and her staff and graduates have made notable contributions to the literature of nursing.

A large and active Alumnae Association has carried into professional and social life the teachings and traditions of the School with much well-directed effort. The Association maintains for the benefit of this body of professional women, club houses and a registry, publishes a journal, has built up a relief fund for members,

contributes to the support of civic, educational and charitable movements and co-operates with them in their activities.

About 294 Johns Hopkins women have married and have become admirable home-makers, whose training has made them also energetic, useful, public-spirited citizens.

WAR RECORD

The record of the Johns Hopkins nurses during the war is a stirring one. The hospital unit with a large nursing staff was the first to go forth with American troops, and sailed on the first transport. It maintained throughout the war an advanced post of extreme difficulty. Graduates of the School in large numbers were called to service, or sought it in numerous hospitals, including those of the allied forces, and served with distinction in various places. Several were cited for services of especial merit or valor.

In the Red Cross Nursing Service, both at home and abroad, Johns Hopkins nurses took a prominent and useful part, and in the direction of work in certain important departments at National Headquarters they rendered particularly valuable service. A graduate of the School was Chairman of the Committee on Nursing of the Council of National Defense throughout the period of the war.

Unquestionably The Johns Hopkins Hospital School of Nursing presents a substantial record of good work and achievement, and of courageous efforts for growth.

She has used to the very utmost of her ability the resources and opportunities available in the wards and other hospital departments in endeavoring to train her students for the many fields of public usefulness requiring them.

She has constantly sought by every effort within her power to improve the quality and enlarge the range of instruction in theoretical and scientific subjects.

Simultaneously with the conduct of this extensive and complex educational scheme, she has provided through her student body entire nursing care of the larger number of the 132,589 patients who have been admitted to the Hospital during the 31 years of its existence. In addition to this, she has provided nursing supervision for the 2,000,000 patients who have come to the Dispensary for diagnosis, treatment, and advice, and has extended this supervision beneficially into the homes of many of these patients.

But during all of this period the School has had to conduct its work with rigid economy and has been unable to make many needed or desirable developments for lack of proper means and facilities. Of late years it has been growing more and more difficult to meet the educational problems of a steadily enlarging student body.

In the meantime, the whole field of nursing work has been expanding and developing in an extraordinary degree. The service of nurses today reaches very far beyond the bedside care of the sick in hospitals and homes. It extends into public schools, shops and factories, into crowded city blocks, and scattered rural districts, and into every branch of city, state, and national health service. It concerns itself with education for the prevention of disease as well as with the care of the sick.

This enlargement of the function of the nurse requires a distinct change in her training for which the present system does not provide. The future value of the nurse—her power to meet the growing needs in these vital forms of public service—depends upon the ability of the School of Nursing to shape her education toward larger issues than those presented in hospitals or private service.

The time has come when the School of Nursing of The Johns Hopkins Hospital cannot with her present resources undertake the development of her work in various directions which are so urgently needed. She cannot greatly improve her present teaching and she cannot enlarge it at all. She needs buildings, equipment, teachers, and further provision for the social life of her students, and to partially supply these she is asking for an endowment of one million dollars.

**THE GIFTS WHICH HAVE BEEN MADE TO THE SCHOOL OF NURSING
ARE AS FOLLOWS:**

1905	Anna M. Gill Library Fund.....	\$ 3,850
1906	Wilmer Fund for Wing to Nurses' Home.....	30,000
1918	Emma Jones Beckwith Cullen Fund (for prizes)	6,000
1919	Dr. John Dixon Fund (for student welfare).....	35,000
	Gifts—Total.....	\$74,850
	The hospital gives annually for scholarships.....	1,280
		<hr/>
		\$76,130

WHAT AN ENDOWMENT WILL DO FOR
THE SCHOOL OF NURSING OF THE JOHNS HOPKINS HOSPITAL

WHAT ARE ITS NEEDS?

Almost every year since the Hospital was opened has seen either the expansion of existing services or the creation of entirely new ones, such as the Henry Phipps Psychiatric Clinic, or the Harriet Lane Department for Children's Diseases. To meet the needs of these large new services, the number of students has been steadily increased and additional dormitories provided for them.

But no additions to any buildings have been made, no single new class or lecture room or laboratory has been provided to supply the increased teaching facilities needed. The School outgrew its teaching equipment long ago, and for years the annual reports of the Principal have called attention to the serious problem which the lack of class room accommodation presented. The Hospital, however, has not had resources available to meet these necessities of the School, and at the present time its educational facilities, apart from those provided in the hospital wards, are entirely inadequate from every standpoint.

The proposed expansion of the hospital buildings to provide for the growth of hospital work and to enlarge the clinical resources needed for the Medical School will provide also additional opportunities for the training of student nurses. But since this will require the enlargement of the School of Nursing to at least 400 students, it will add enormously to the difficulties of the situation, will make the educational problem in present quarters a crucial matter and the need of an endowment more pressing than ever.

A SCHOOL BUILDING

The imperative need of the moment therefore, is a teaching building which will provide a sufficient number of suitably equipped lecture rooms, class rooms, and laboratories, such as are needed for the teaching of the fundamental sciences of all technical subjects, and whatever other instruction may be required in preparing students for their various fields of service.

In addition, one large lecture hall or assembly room for lectures and other gatherings designed to bring the entire student body together, is sorely needed. It could be used also for Alumnae meetings and for entertainments, which would enlarge the social life of the students. There is now no place of this kind provided, and no room belonging to the School where at any time more than a fraction of the students can assemble. The School building should also provide suitable offices for the administrative and teaching staff, which would include quarters for an adequate clerical force, and for the necessary student records.

THE LIBRARY (the Heart of the School)

The present library, which owes its existence entirely to gifts from friends of the School, consists of about 2,000 books. It includes a small but valuable collection of historical material on hospitals and nursing. As it has never been possible to afford a Librarian, even existing material has not been adequately used or cared for or kept up to date.

The new School building should make the Library one of its first considerations. It should house it appropriately and provide it amply with books, pamphlets, and other material needed for students whose interests and activities cover as wide a range as do those of nurses. Abundant and recent materials in the sciences, in economics, sociology, psychology, and reference books on all necessary technical subjects should be available. A reading room, liberally supplied with good modern periodicals, and one or more small rooms for special collections of rare material and for the use of special students, should be provided.

A building which would satisfactorily provide for these present needs, and allow for the inevitable expansion of at least the next decade, would cost about \$400,000.

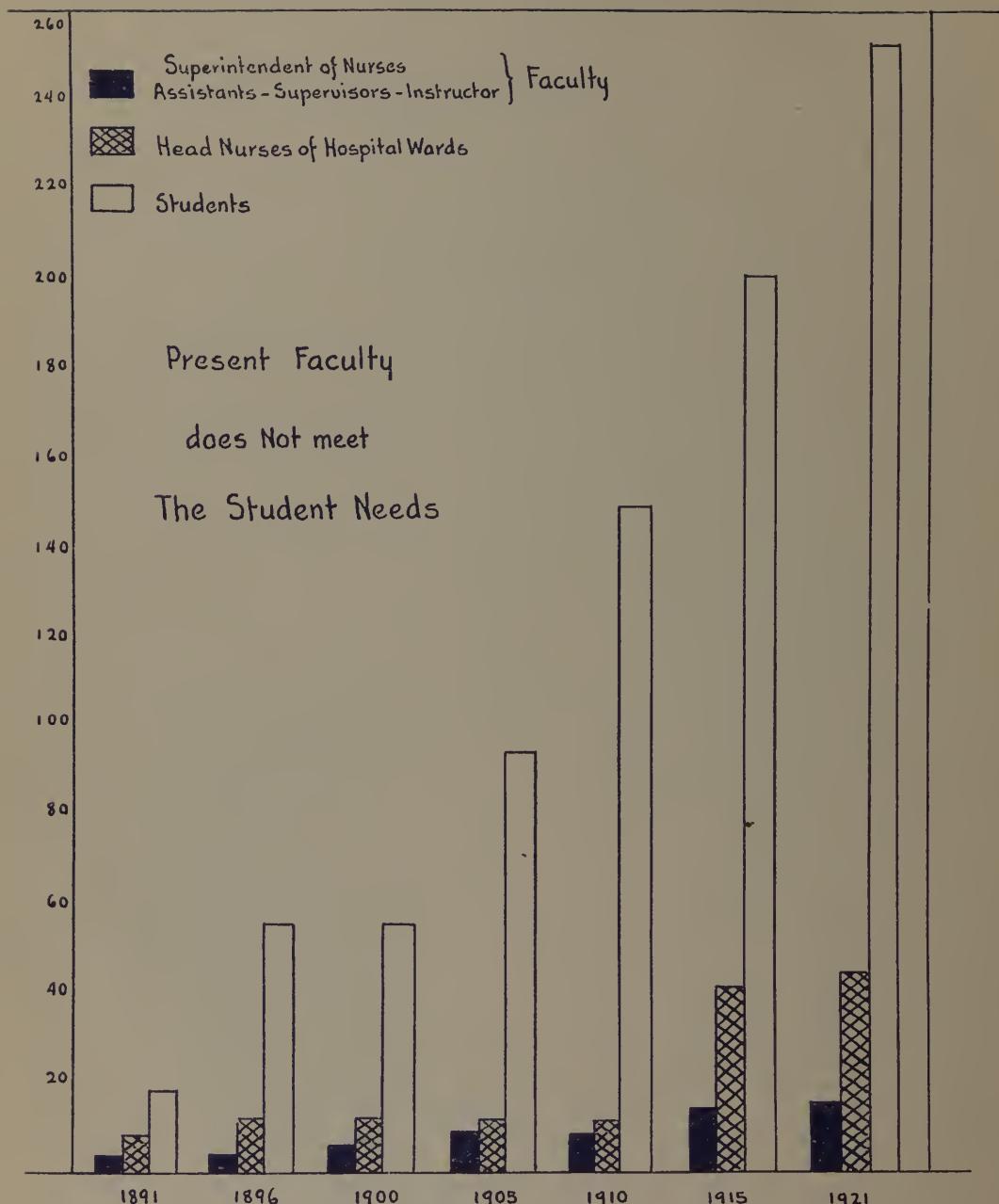


Chart No.3

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MORE TEACHERS AND SUPERVISORS

A larger staff of teachers and supervisors for the work of the School is indispensable, and salaries should be sufficiently increased to secure the most competent persons who can be found in this field. The courses of instruction throughout need strengthening and supplementing in numerous ways, particularly in the fundamental sciences and in certain important technical matter. A good many new subjects must be brought into the curriculum in developing the preparation of nurses who are to cope with the public health problems of the day, and effective connections must be worked out with the new School of Hygiene and Public Health recently established by the University.

The Hospital in its many wards, clinics, and in its dispensary, offers a rich field for the observation and study of disease in its various forms. It provides in its plan of organization admirable opportunities for thorough training in all of the important branches of nursing. Exceedingly important is it that those who are to teach the essential nursing subjects shall be nurses of exceptionally sound training, and with suitable special study and experience in the branches which they teach.

The theoretical work lays that foundation of knowledge from which principles in nursing are derived, and accompanies the various stages of hospital training, interpreting conditions and guiding and illuminating every step of the way. Granted the existing relationship between the Hospital and the School of Nursing, it is easy to understand how the practical work has grown to completely overshadow the theory. In the heavy pressure of actual nursing duties required by the Hospital, the meaning and significance of those duties to the student is often lost sight of, because of the lack of time for instruction. Here is where reform in method is most needed.

POST GRADUATE WORK

Though the need for good post-graduate courses in every branch of nursing is obvious, the kind of teaching required is nowhere adequately developed. At present nurses desiring post-graduate instruction in nursing are usually required to enter hospitals as regular staff workers and to spend several hours daily in the most elementary work in order to gain a minimum of instruction. Here is a field in which not only new material, but entirely new methods are required. Lectures, classes, and clinics should replace most of the ward work with which the student is already familiar. The Johns Hopkins Hospital School of Nursing with her superb array of hospital services is in a position to be very useful to the graduate nurses of this country. But special teachers and supervisors are necessary, and only through an endowment can they be provided. There are hundreds of applicants annually for such post-graduate instruction.

Such improvements cannot be attempted without an endowment, and to place the teaching and supervision on a proper foundation will call for at least the income on \$600,000.

ADDITIONAL NEEDS

THE SOCIAL LIFE OF STUDENT NURSES

The social life of these students is of particular importance. The student nurses of today must be the administrators and teachers of tomorrow, and if they are to conduct well the schools and hospitals to be committed to their charge, they must have a good standard of living to take with them. If they are to teach hygienic living anywhere, they should live it themselves.

The student-nurse is the important factor in a School of Nursing, and requires a good place to live in, to sleep in, to eat in,—a congenial place—otherwise her work will suffer, and all the activities that depend upon her will also inevitably suffer.

Supplementary Note.—A gymnasium would be of very great value. Hardly anything would provide more refreshment than a swimming pool for student nurses, whose work calls for intense physical as well as mental effort, and is carried on in a climate which has many very hot months in the year.

**SUMMARY OF THE IMMEDIATE NEEDS
OF THE
SCHOOL FOR NURSES OF THE JOHNS HOPKINS HOSPITAL**

One suitable building for educational purposes which will provide for the instruction of 400 student nurses, and 50 to 100 post-graduate and special students.

This building to contain

Lecture rooms	}	\$400,000
Classrooms		
Laboratories		
Conference rooms		
One large Assembly Hall		
Library		
Reading room		
Room for special collections of books		
Offices for administrative and clerical staff		
Record rooms		

**ENDOWMENT FUND TO PROVIDE SALARIES FOR
INCREASE IN STAFF OF**

Instructors	}	600,000
Supervisors		
Lecturers		
Librarian and assistants	}	\$1,000,000
Registrar		
Secretary		
Stenographers		
Service, and also for a Social Director or Advisor		

AND FOR THE ADDITION OF

Librarian and assistants	}	\$1,000,000
Registrar		
Secretary		
Stenographers		
Service, and also for a Social Director or Advisor		

EQUIPMENT AND UPKEEP

Teaching material	}	\$1,000,000
Library		
Printing and stationery		
Postage, etc		

Total \$1,000,000

The School of Nursing of The Johns Hopkins Hospital wishes to fulfill worthily her obligations to her students present and future, and to the public.

Upon the incomparable foundation of an established reputation for good work and a great tradition, she wishes to strengthen, to enlarge and to enrich her educational structure in order that it may meet the test of today's demands.

She desires to be placed in a position which will enable her to do the very best work of which she is capable. Will you help her to do so?

The country and the world needs the services which she can render.

SUPPLEMENTARY NOTES ON THE NURSING SITUATION

In appealing for an endowment of one million dollars, the School of Nursing of The Johns Hopkins Hospital calls attention to the interesting fact that while the leading Colleges, Universities, and Professional Schools of the country have been obliged almost without exception, during the past few years to seek aid from the public to enable them to carry on their work, no School of Nursing has ever appeared in the lists of such petitioners.

Schools of Nursing, therefore, stand virtually alone as institutions fulfilling a well recognized and increasingly important educational function, which have made no appeal, which have received no funds, which apparently have benefited in no way whatever by the noble stream of generosity which has been steadily flowing into the great fields of education, bringing them new powers for growth, new energies, new life.

WHY HAVE SCHOOLS OF NURSING REMAINED OUTSIDE OF THIS GREAT EFFORT AND BEYOND THE REACH OF THESE SPLENDID BENEFACTIONS?

ARE THEY SO PECULIARLY FORTUNATE IN THE WAYS IN WHICH THEY ARE ESTABLISHED AND MAINTAINED AS NOT TO NEED THE SUPPORT WHICH OTHER SCHOOLS OF ALL KINDS REQUIRE?

EDUCATION IS ADMITTEDLY EXPENSIVE, THROUGH WHAT SOURCE, THEREFORE, ARE THE FUNDS PROVIDED FOR CONDUCTING THE EDUCATION OF NURSES?

The answers to these questions would show that Schools of Nursing do need funds precisely as do all other forms of education, and that they have remained outside of these beneficent impulses

and rich gifts because it is generally believed, in so far as any thinking has been done on this subject, that their work can be adequately provided for by the hospitals with which they are connected.

But the purpose of hospitals are charitable and philanthropic, and most of them find it difficult to secure enough funds to carry out these purposes as they wish. That hospitals are unable to provide adequately for the conduct of their Schools of Nursing, the experience of a full half century demonstrates clearly. For in the main these Schools have been established and conducted not with any genuine educational purpose in view, but as a means of providing an organized, stable and inexpensive student nursing service.

Moreover, Schools of Nursing have now no existence independent from these hospitals, no voice which reaches the public except through the hospitals, no way of making their needs known. In addition, the isolation of these Schools from any participation in current educational movements, indeed from any life beyond that afforded in their hospitals, has continued until recent times, and has served to perpetuate in them a system and method of training which, of incomparable value in certain ways, have been singularly at variance with established standards in the conduct of other forms of educational work. Other professional schools, such as those of law, medicine, or engineering are free to bring their problems before the public, to appeal for aid for their work, or the Universities with which they are connected appeal for them.

There are other reasons why Schools of Nursing have found no place among those appealing for aid, and some of these are deeply rooted in the past. Among the strongest traditions of the religious nursing orders out of which modern nursing arose, were those which held "poverty" and "obedience" as ideals in themselves. These traditions have curiously survived the march of time and events, and still live in many Nursing Schools in the form of pathetically meagre educational resources, and of a still more pathetic acceptance of their poverty as inevitable.

No schools, however, of any kind have ever built up in their students more exalted ideals of human service, more self-abnegating devotion to duty. For years and more especially in that period when there were few other occupations open to women, these schools were able to attract a large body of students among whom were many with good educational preparation, cultural advantages, and a finely idealistic and social spirit.

THE PRESENT CRISIS

But with the steady opening up of additional opportunities for women, nursing has now to compete with many new and attractive occupations requiring less arduous training, and providing equally interesting and more remunerative fields of activity.

With the advances and improvements in other branches of education, Schools of Nursing, for lack of means and freedom have been unable to keep pace, and therefore, they seem to have been slipping further and further behind the times.

The day has come when these Schools can no longer attract suitably qualified students in sufficient numbers to meet the needs of the public, because the hospitals with which they are connected can neither offer the kind and quality of instruction required, nor can they provide the conditions as to hours of duty, range and character of work under which the needed training can be satisfactorily carried on.

This brings a critical situation, and no effort should be spared to press it sharply home to all thinking people. For whatever the defects of Schools of Nursing, they have created and maintained under the most difficult conditions a system of training, which is of extraordinary public importance, usefulness, and value. It is worthy of most careful and serious study.

This system of training, founded by Florence Nightingale, has been in existence for over half a century, and while there have been some alterations in method, in certain essential principles, it has remained unchanged. The instruction and training are given to the student nurse in return for her services for a period usually of three years in the wards and other departments of the hospital, and are assumed to provide a fair equivalent in value for such services.

A BRAVE RECORD

Through this system the hospitals of this country have for many years been provided with student bodies which have supplied an almost free nursing service. It is estimated that these students have performed and are still performing not less than 80% of the actual nursing work of the hospitals. The contributions of these student nurses therefore to the charitable and philanthropic work of our hospitals have been very great indeed, in financial as well as in intrinsic value. It would cost hospitals many millions annually to supply an equal amount of service from salaried workers of any kind.

These Schools have not only thus taken care of the sick in hospitals, but at the same time they have trained and sent forth each year several thousand women thoroughly acquainted with sickness in its various forms, and able to bring a high degree of nursing skill to the care of the sick in their homes.

They have also served to prepare each year many who have become the teachers and supervisors of other nurses, and ultimately the directors of Schools of Nursing.

But this is not all. These Schools have another great task in the preparation of nurses for public health work, which has developed so rapidly in recent years. Beginning with the simplest and basic forms of visiting nursing in the homes of the sick, which had long been carried on by nurses wherever opportunity was afforded them, a great and comprehensive public health service has been built up which extends from pre-natal instruction, maternity and infant care, into public schools and the various industries of both cities and rural districts. Every single phase of this work is dependent upon the trained nurse, who is the product of Schools of Nursing. There are now approximately 11,000 nurses so occupied, and an urgent demand comes from many quarters which can be only inadequately supplied by present resources.

SCHOOLS OF NURSING AND THE FUTURE

It is hardly too much to say that nurses have made themselves indispensable in every field they have entered. Their conception of their province has been on the whole a large and noble one. It has been that of rendering to the utmost of their powers, necessary and vital service to the world. And in the new world now taking the place of the old, which is passing away, there lie before nurses almost immeasurable opportunities for enlarging the area and increasing the value of that service. There is creative work before them. In fresh, wider, and more effective ways, they must reach mothers in our homes, children in our schools, workers in our industries, for health is the basic condition upon which a new world must rest.

In all these tasks the nurses of tomorrow must inevitably play a large and leading part. How fully they will be able to respond to these most urgent needs of humanity depends almost wholly upon the ability of our Schools of Nursing to go forward in new paths and develop in liberal measures the kinds of teaching which are now demanded both by student-nurses and the public.

Yet, there is not at the present moment one single endowed School of Nursing in the country! Not one School of the entire 1,585 recorded, has means, facilities, or freedom to develop an educational program which will meet the needs of the time.

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To enable the Johns Hopkins Hospital School of Nursing to have a teaching building with suitably equipped class rooms, laboratories, library and necessary apparatus required to improve and develop the educational work of the School, to enlarge its teaching and administrative staffs and provide adequate salaries for these, I agree to give to the Trustees of The Johns Hopkins Hospital for the Endowment Fund of the School of Nursing,

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